



Warrenville Elementary

569 Howlandville Road
Warrenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	442 Students	
Principal	Brenda Smith	803-663-4270
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Good
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

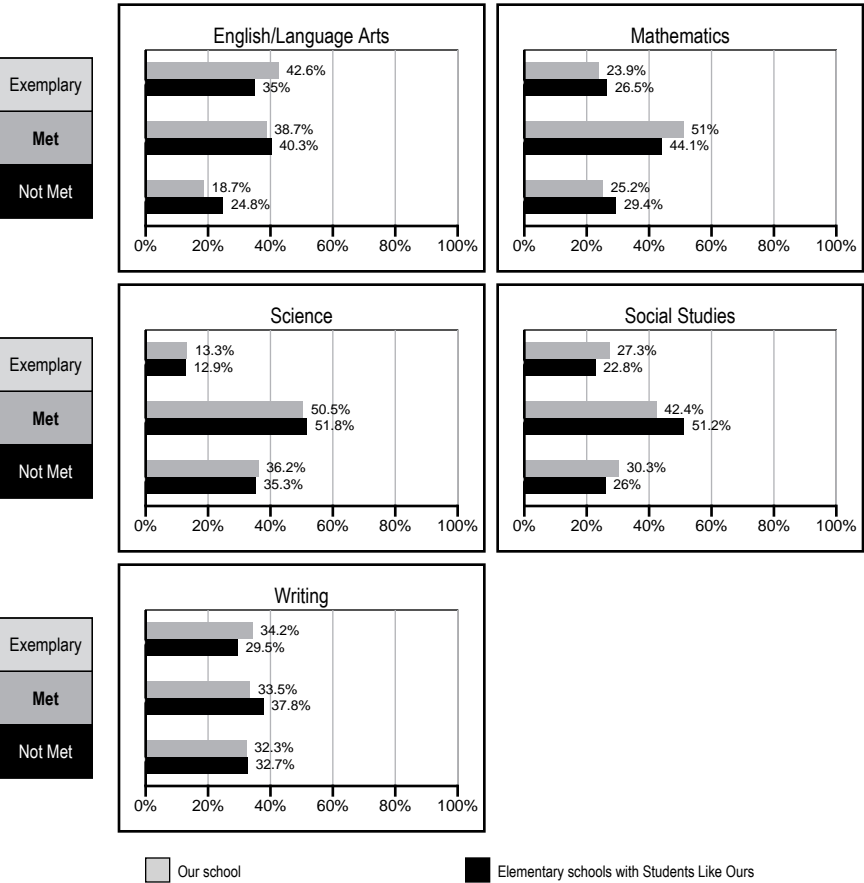
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	85	8	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=442)				
First graders who attended full-day kindergarten	98.8%	Up from 97.6%	100.0%	100.0%
Retention rate	3.1%	Up from 1.8%	2.4%	1.9%
Attendance rate	95.9%	Up from 95.8%	96.2%	96.3%
Eligible for gifted and talented	7.5%	Up from 7.1%	9.1%	10.0%
With disabilities other than speech	9.5%	Up from 6.9%	9.3%	7.7%
Older than usual for grade	1.5%	Up from 1.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	50.0%	Down from 51.9%	60.5%	59.4%
Continuing contract teachers	90.0%	Up from 85.2%	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 86.6%	87.3%	85.9%
Teacher attendance rate	93.7%	Down from 93.8%	95.1%	95.1%
Average teacher salary*	\$47,487	Up 6.6%	\$47,410	\$47,149
Professional development days/teacher	9.7 days	Down from 18.7 days	11.6 days	11.1 days
School				
Principal's years at school	10.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.2 to 1	19.0 to 1	18.8 to 1
Prime instructional time	88.3%	Up from 87.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,918	Up 8.6%	\$7,357	\$7,458
Percent of expenditures for instruction**	72.0%	Up from 71.1%	68.0%	68.8%
Percent of expenditures for teacher salaries**	56.7%	Down from 66.4%	61.5%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Warrenville Elementary has had a busy and fruitful year. This year we implemented the Measure of Academic Progress (MAP) assessments in first through fifth grades. The assessments were administered three times during the year, each time measuring student progress in math, reading and English/language arts. At the end of the Spring 2009 administration, our school's growth rate in all subject areas and grades exceeded that of all other schools in Aiken County with the exception of fourth and fifth grade math. The fourth grade's growth rate was just 0.1 percentage point less than the District average. In addition, our second grade classes were recognized at the District level for the high achievement levels of our free and reduced lunch students.

We had many first grade students who benefited from being assigned to two transitional classrooms. The two teachers concentrated on intensive one-on-one instruction with each student daily, having the assistance of two full-time paraprofessionals. By the end of the year, nearly twenty at risk students had reached grade level through the interventions experienced daily.

With most of the teachers using SMARTBoards on a regular basis to teach core curriculum standards, students became more interested and involved in their learning. They were able to manipulate data on the boards, taking part in interactive lessons throughout the day. Teachers used their laptop computers to create lessons that are current and relevant to standards.

Our school tradition of having the fifth grade class paint a mural for the school continued. The current focus, which will be continued in the following year, is on having a sports-related theme in the gym.

Our school received the Red Carpet Award for providing consistently outstanding customer service and a family-friendly environment. Our custodial staff is to be commended for the positive first impression and clean facilities, and our office staff is responsible for making sure the outside community is greeted professionally, kindly, and knowledgeably. Their excellence has benefited the entire school through this award.

With the announcement of our long-time principal's retirement, we will experience a change in leadership for the 2009-2010 school year. We look forward to continuing the trend stated in our motto: "Warrenville Elementary is 'Tracking Success.'"

Dana Head, School Improvement Council Chair
Joanne Skillman, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	55	49
Percent satisfied with learning environment	100.0%	90.9%	87.5%
Percent satisfied with social and physical environment	100.0%	70.4%	85.4%
Percent satisfied with school-home relations	93.5%	87.3%	82.6%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	183	100	18.2	39	42.8	88.7	85.7	82.8	Yes	Yes
Gender										
Male	100	100	21.8	37.9	40.2	86.2	83.2	79.3	N/A	N/A
Female	83	100	13.9	40.3	45.8	91.7	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	116	100	9.1	41.4	49.5	94.9	90.8	89.5	Yes	Yes
African American	51	100	34.8	34.8	30.4	76.1	78.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	16	100	28.6	35.7	35.7	85.7	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	28	100	50	33.3	16.7	66.7	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	27.3	45.5	27.3	81.8	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	132	100	24.6	36.8	38.6	85.1	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	183	100	24.5	51.6	23.9	83	81.6	78.9	Yes	Yes
Gender										
Male	100	100	28.7	44.8	26.4	80.5	80.6	77	N/A	N/A
Female	83	100	19.4	59.7	20.8	86.1	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	116	100	21.2	49.5	29.3	85.9	87.6	87.2	Yes	Yes
African American	51	100	30.4	60.9	8.7	76.1	71.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	16	100	28.6	35.7	35.7	85.7	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	28	100	54.2	29.2	16.7	62.5	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	27.3	45.5	27.3	81.8	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	132	100	27.2	56.1	16.7	81.6	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	121	100	35.2	50.9	13.9	64.8	68.5	67.5
Gender								
Male	68	100	35	48.3	16.7	65	69.4	67
Female	53	100	35.4	54.2	10.4	64.6	67.6	68
Racial/Ethnic Group								
White	75	100	25.4	56.7	17.9	74.6	78.5	79.5
African American	37	100	51.5	42.4	6.1	48.5	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	20	100	57.9	31.6	10.5	42.1	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.3	59.6
Socio-Economic Status								
Subsided meals	86	100	41.3	53.3	5.3	58.7	56.9	55.1

Social Studies

All Students	117	100	29.7	43.6	26.7	70.3	69	72.3
Gender								
Male	62	100	31.5	42.6	25.9	68.5	69.3	71.5
Female	55	100	27.7	44.7	27.7	72.3	68.8	73.2
Racial/Ethnic Group								
White	80	100	25.4	44.8	29.9	74.6	76.5	80.7
African American	29	100	37	48.1	14.8	63	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	19	100	43.8	43.8	12.5	56.3	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	83	100	35.2	45.1	19.7	64.8	59	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	182	96.7	32.3	33.5	34.2	67.7	71.8	70.2	95.9	95.9
Gender										
Male	101	95.1	40.9	31.8	27.3	59.1	65.9	63.2	95.6	95.7
Female	81	98.8	21.9	35.6	42.5	78.1	78.1	77.5	96.3	96
Racial/Ethnic Group										
White	112	98.2	31.6	30.6	37.8	68.4	78.3	79.1	95.9	95.8
African American	54	94.4	38.8	32.7	28.6	61.2	61.4	57.6	95.6	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	86.2	91.9	97.7
Hispanic	16	93.8	14.3	57.1	28.6	85.7	65.9	62.6	96.9	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	97.5	96
Disability Status										
Disabled	27	77.8	76.2	9.5	14.3	23.8	23	26.1	94.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	13	92.3	18.2	63.6	18.2	81.8	64.9	61.2	96.9	96.4
Socio-Economic Status										
Subsidized meals	132	95.5	37.1	35.3	27.6	62.9	61.4	58.9	95.4	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	69	100	13.3	31.7	55	86.7
	4	55	100	28	42	30	72
	5	59	100	14.3	44.9	40.8	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	69	100	23.3	46.7	30	76.7
	4	55	100	34	50	16	66
	5	59	100	16.3	59.2	24.5	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	36	100	45.5	42.4	12.1	54.5
	4	55	100	34	54	12	66
	5	30	100	24	56	20	76
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	33	100	25.9	33.3	40.7	74.1
	4	55	100	28	52	20	72
	5	29	100	37.5	37.5	25	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	69	98.6	25.8	29	45.2	74.2
	4	54	98.2	52	36	12	48
	5	59	93.2	20.4	36.7	42.9	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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